



**JOB TITLE:** SSA (Behaviour Support- The Link)

**RESPONSIBLE TO:** Assistant Headteacher - The Link

**STATEMENT OF PURPOSE:**

To be able to support the regulation of students with behaviours that challenge.

To support the writing of regulation support plans for students who need them with appropriate liaison with parents and carers.

To be familiar with CPOMS.

To support in creating timetables for students who need support, outside of the classroom timetable.

To support in the acquisition of information for the Boxall Profile and use this information for the Boxall Profile assessment.

**KEY RESPONSIBILITIES:**

**SUPPORT FOR PUPILS:**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' to ensure behaviour does not limit learning
- Be able to support physically with very high levels of behaviours that challenge
- To be able to support the pupil through all aspects of their dysregulation, from trigger to reflect and reparation
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Work with class teams to set targets for the term
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.

- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

### **SUPPORT FOR TEACHERS:**

- To support in the writing of regulation support plans
- Work within an established framework to anticipate and manage behaviour constructively, promoting self-control and strategies for regulation
- Supporting the role of parents in pupils' learning and contribute to meetings with parents to provide support.
- To liaise with parents as required.

### **SUPPORT FOR THE CURRICULUM:**

- Enable students to access curriculum and learning through positive behaviour
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use

### **SUPPORT FOR THE SCHOOL:**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Follow all guidance from therapists and teachers to ensure consistent practice.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Deliver out-of-school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.

#### **Please note**

This work sometimes involves sitting at low tables or on the floor and may involve lifting or restraint of pupils; there is training available. The work is in a fast moving and busy environment.

Working with Special Educational Needs pupils requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the pupils' special need may result in them being verbally and/or physically aggressive towards staff.

Business insurance will be needed for off-site working.

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.

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